City of Seattle | Office for Education | 2011 Families and Education Levy

Elementary School Innovation RFI Questions

#	Question	Answer	Date Posted
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1		Everything. All key partners should be included including those that provide social, emotional, health, and family supports.	5/27/15
2	team?	Some good examples of key team members are the principal, assistant principal, administrator, designated levy coordinator, and key CBO's. Most schools have someone responsible for the academic components-either reading and/or math. There is usually a family support worker and/or someone in family engagement. A whole team could be approximately 7-8 people.	5/27/15
3	Are the teams mentioned in attachment 4 and 6 the same team?	Yes, it's your Levy team who will be attending the workshops.	5/27/15
4	will they be?	The entire team is not required to attend, but schools are encouraged to have as many members as possible. A principal and/or AP is strongly encouraged to attend. The City will leave it up to the school to decide who will attend. The workshops will not be during the day.	5/27/15
5	I don't have an identified CBO site coordinator yet so on attachment 7 who should I list as my CBO contact?	You could list the person that you are presently working with and revise the list once you have your team in place.	5/27/15
6	The hard copies that are due, are they due in hand by June 8 th ?	Yes, they need to be in our office by the deadline of 4:30pm on June 8.	5/27/15
7	Can the school interviews be done via conference call?	Yes, conference calls will work and they will likely be less than an hour.	5/27/15
8	Is the applying principal commitment relevant only for the first year of implementation?	Yes, it's just the first year.	5/27/15
9		The new Consultant will be announced later this week. Carmela has been analyzing school data and the decision of how schools will be divided will be based on matching the strengths and needs of the schools with the expertise of the consultants.	5/27/15
10		Yes. We have had new principals who have applied that have cited work they had done at previous schools.	5/27/15
11	ELL) who are not closing the gap, is it recommended to mention more than one sub-group? How specific do we need to be about background population?	You only have a few pages so you may need to keep it broad, but it is important that you demonstrate your understanding of the various sub-populations of your school who are performing below grade level. You could mention all the groups that need additional support and only highlight one of the sub-groups. I would make sure to reference which subgroups of your student population experience challenges and barriers to their learning.	5/27/15

	There is a list of four items that makes a school eligible to apply on page 2 of the RFI. How many items on the list must we have in order to be eligible?	One.	5/27/15
	be interested in changing, how do you negotiate	In the school narrative section you could talk about how you are engaging with the district on having a change in the on-site early learning program.	5/27/15
	for a school to have plans for data but no actual data yet?	The purpose is to get a sense of how you use data. Schools don't have to give us a comprehensive portfolio of data samples. DEEL and SPS will help schools that are awarded conditional grants with building data systems during Phase II of the RFI process.	5/27/15
15	, ,	Yes. We have had schools apply multiple times who were eventually successful in being awarded Levy funding.	5/27/15